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ABSTRACT

The teacher's guide for the Pre-GED (General Educational Development) Level II reading skills student workbook of the PATHWAYS Curriculum contains a concise explanation of each skill, suggested teaching strategies, answers to the exercises, and a list of available commercial materials that may be used to supplement the exercises for each lesson. Lessons are grouped under the following unit topics: word analysis, vocabulary, comprehension, and study skills. The guide presents detailed, step-by-step instructions for implementing the suggested strategies, which may be used for both individualized and group instructional settings. The preface describes in detail the components of the culture-based GED preparatory reading and writing curriculum for American Indian adult education students. (ERB)

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PATHWAYS

AN ADULT PRE-GED READING SKILLS WORKBOOK
Level II

TEACHER'S GUIDE

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PREFACE

TO THE TEACHER

This guide is part of a culture-based, GED preparatory reading and writing curriculum for adult education students. Based on skill area analysis of the simulated GED examination, all skills needed to pass the reading and writing sections of the GED (General Educational Development) exam have been compiled into the sequential, systematic program of study this curriculum encompasses.

In addition to providing a sequential, systematic approach to adult education instruction, the curriculum is unique in that it is completely culture-based. Utilizing Southwestern Indian myths, legends, poems, history, and information on religious beliefs, architecture, fine arts, music, dance, and social practices, the student workbooks present well-researched, accurate information about the rich heritage of Indian cultures of the Southwest. It is thus hoped not only that the workbooks will provide a welcome alternative to the too-often dry material found in commercial texts but also that the student's task of assimilating standard GED concepts and skills will be made both easier and more enjoyable.

The workbooks emphasize student-generated writing. This emphasis is achieved in two ways: the student is asked to write brief, one-sentence answers to questions in the exercises, and the student is given instruction and practice in composing short narratives as well as paragraphs. The reason for this is two-fold. First, traditionally, literacy programs for adult education students have focused on the teaching of reading and spoken English; the teaching of written composition, unfortunately, has received little or no emphasis. Second, although the GED exam, at present, assesses the student's mastery of the mechanics

of writing rather than his/her ability to compose a sentence, paragraph, or essay on a given topic, it is the bias of this author that the ability to do so is essential. Good composition skills are necessary in real-life situations ranging from having to write a letter to a landlord to completing an assigned task of composing a brief letter for an employer. The student who demonstrates writing proficiency not only will be a promising candidate for employment but also will be likely to advance more rapidly, once hired, than will the student who lacks the ability to express himself or herself in writing.

The curriculum consists of a continuum of skills, six student workbooks including unit tests, and six accompanying teacher's guides. The curriculum may be used either for individualized or group instruction. Each of the components is described below.

CONTINUUM OF SKILLS

The Continuum of Basic Reading and Writing Skills contains a scope and sequence of reading and writing skills for grade levels three (3) through eight (8). It identifies those skills which should be introduced at each grade level (3-8), and it indicates the order in which each skill should be presented. The determination of the scope (how many and what kind) and sequence (in what order) of skills in the Continuum is based not only on the GED requisites but also on extensive research of successful adult education and developmental English programs.

The purpose of the Continuum is to provide a suprastructure for an instructor or administrator who wishes to develop a total ABE/Pre-GED reading and writing skills curriculum for grade levels three (3) through eight (8). Although it is designed to be used with the corresponding student workbooks and teacher's guides, the Continuum may also be used independently of them to serve as a guide for structuring an ABE/Pre-GED program, using other available materials.

STUDENT WORKBOOKS

There are six student workbooks, three each in reading and writing. The workbooks and their corresponding grade levels are listed below.

	Reading Workbooks	
Pre-GED Level I	6th grade	Readability = 5.7 - 6.9
Pre-GED Level II	7th grade	Readability = 6.5 - 7.9
Pre-GED Level III	8th grade	Readability = 7.5 - 9.0

	Writing Workbooks	
Pre-GED Level I	6th grade	Readability = 5.7 - 6.9
Pre-GED Level II	7th grade	Readability = 6.5 - 7.9
Pre-GED Level III	8th grade	Readability = 7.5 - 9.0

Readability formulas have been applied to all selections to ensure the appropriate level of difficulty.

The organization of both the reading and the writing workbooks is the same. The workbooks observe the scope and sequence detailed in the Continuum for grade levels 6, 7, and 8.

In some instances individual skills listed in the Continuum do not appear in the student workbooks. In an attempt to control the scope of the workbooks, certain skills of secondary importance to the acquisition of a GED have been omitted. The coding of skills in the workbooks, however, remains consistent with that of skills listed in the Continuum.

Each lesson instructs a skill. The lesson begins with an information presentation section wherein the particular skill or concept is explained to the student and examples are provided. Next, exercises requiring application of the skill or concept presented are provided for the student. The items in each exercise are written in multiples of four (4, 8, 12, 16, 20, etc.), thus enabling the teacher to use a consistent criterion for measuring mastery of a given skill. (The

author recommends that a student should receive a score of at least 75% on each lesson before proceeding. If additional reinforcement of a skill is needed, the teacher should refer to the supplemental materials list in the teacher's guide.)

All related, individual skills are presented in the workbooks in units. For example, in the reading workbooks all of the individual skills used in comprehension *(i.e., main idea, cause and effect, sequence, etc.)* are contained in a unit called "Comprehension." Likewise, in the writing workbooks individual skills required for mastery of grammar *(i.e., noun, verb, adjective, adverb, pronoun, etc.)* are contained in a unit called "Parts of Speech." Individual lessons in a unit should be completed in sequence, since the later lessons are based on concepts presented in previous lessons.

At the end of each unit, a unit test has been included in the student workbook to enable the teacher to measure the student's mastery of the skills contained in the unit.

At the end of each student workbook is provided a glossary which includes all literary, grammatical, and technical terms used in that workbook. The glossary is designed, primarily, to bring to a student's mind a forgotten definition or to clarify a difficult term. For further explanation, the student should, of course, consult the appropriate section of the workbook.

TEACHER'S GUIDES

A comprehensive teacher's guide accompanies each student workbook. It is the author's belief that adult education instructors will more effectively teach any and all reading and writing skills if specific teaching methods and materials are available. Therefore, for each skill, the teacher's guide contains a concise explanation of the skill, suggested teaching strategies, answers, and a list of available

commercial materials (specific pages cited) which may be used to supplement the exercises in the workbook.

The need for specialized methods of instruction in adult education is widely acknowledged. The teaching strategies recommended in this guide observe accepted practices for instructing adults *(i.e., aural-oral, oral-to-written, verbal, and other second-language approaches)*. Further, recognizing the possibility that some adult education instructors and aides may not have received formal training in teaching methodology, the guide presents detailed, step-by-step instructions for implementing the suggested strategies. Instructional strategies for use of the materials in both an individualized and a group instructional setting are presented.

Also, for each skill the guide contains a list of supplemental materials with specific page numbers cited. The materials suggested may be used to provide additional reinforcement, if needed. This list is not exhaustive; additional materials may be added according to individual program needs.

Program directors and teachers should refer to the Implementation Handbook for further information on the use and implementation of the curriculum. The Implementation Handbook contains sections on Understanding the Native American Learner (includes learning styles); Overview of Curriculum Components; Diagnoses, Evaluation, and Placement; Effective Teaching; Classroom Management; and Recordkeeping (includes student tracking charts).

A final note: Because of traditional Navajo beliefs, Coyote stories are told only during the winter months. In recognition of this cultural restriction, the instructor may wish to excuse the Navajo student from those lessons containing Coyote stories except during these months.

KEY TO SUPPLEMENTAL MATERIALS

BBSR	Building Basic Skills in Reading, Contemporary Books, Inc.
BBSW	Building Basic Skills in Writing, Contemporary Books, Inc.
BL-SSS	Specific Skills Series, Barnell-Loft, Ltd.
BSG	Basic Skills in Grammar, Cambridge Book Co.
Coping 4	Coping 4, How to Get a Job, Perfection Form Co.
EE	English Essentials, Steck Vaughn Co.
EG-KET	English Grammar, Kentucky Educational Television Study Guide, (Writing Skills), Cambridge Book Co.
EW	Everyday Writing
FPP	From Pictures to Passages, Contemporary Books, Inc.
GED-SB:DWS	GED Scorebooster, Developing Writing Skills, GED Test Preparation Series, Steck Vaughn Co.
IE (Cam IE)	Introduction to English, Pre-GED, Cambridge Book Co.
IYV	Increase Your Vocabulary, Cambridge Book Co.
LDL	Language in Daily Living, Steck Vaughn Co.
LE	Language Exercises, Steck Vaughn Co.
LOL	Learning Our Language, Steck Vaughn Co.
PGLS	Pre-GED Language Skills, Cambridge Book Co.
PGRS	Pre-GED Reading Skills, Cambridge Book Co.
PGW	Pre-GED Writing Skills, McGraw-Hill Book Co.
REW	Regents English Workbook, Regents Publishing Company, Inc.
RFC (RC)	Reading for Comprehension, Cambridge Book Co.
SF	Culture, People, Messages, Coping, Scott, Foresman & Co.
SIL	Skills in Language, Cambridge Book Co.
SIR	Skills in Reading, Skill Power Series, Cambridge Book Co.
Spelling	Spelling, Cambridge Book Co.
SPS (CSPS)	Skill Power Series, Cambridge Book Co.
SVR	Adult Reading Series, A Sequential Program (2200-2600), Steck Vaughn Co.
SES	The New Streamlined English Series, New Readers Press

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UNIT I

I. WORD ANALYSIS

C. Prefixes, suffixes, and root words

A prefix is a word part that goes before the main part of a word and alters the meaning of the word.
A suffix is a word part that goes after the main part of a word and alters the meaning of the word.
A root word is also called the base word; it is the word part that a prefix and/or suffix attaches to.

TEACHING SUGGESTIONS:

1. Through group discussions, familiarize student with words having prefixes and suffixes.

2. Have student bring in newspaper or magazine articles and circle all prefixes and suffixes. Discuss their meaning.

3. Prepare a list of six prefixes and six suffixes. For each prefix or suffix, have student supply two base words.

   EX: un: unhappy, uneasy

4. You might want to teach student that certain suffixes are called "noun" suffixes (-er; -ion) because words having them are used as nouns. Likewise, certain suffixes are "adjective" suffixes (-ful; -able) because words having them are used as adjectives.

ANSWERS:

1. *bicolored*
2. *supermarkets*
3. *nonsmokers*
4. *extinct*
5. *bagful*
6. *farmer; worker*
7. *childhood*
8. *waitress*
9. *cis* *to cut*
10. *dem* *people*
11. *aqua* *water*
    duct *lead*
12. *duct* *lead*

(Definitions will vary but should reflect context of sentence.)

SUPPLEMENTAL MATERIALS:

SVR-2100, pp. 2-48, 85, 101
BBSR I, pp. 125-126, 129-133
PGW, pp. 146-150

The previous numbered page in the original document

UNIT II

II. VOCABULARY

A. Using context clues

Context clues are what you are using when you try to figure out the meaning of a word from the other words in the sentence or paragraph.

TEACHING SUGGESTIONS:

1. Provide taped selections (brief) in which words have been omitted. Have student supply missing words orally. (cloze technique)

2. Make a crossword puzzle in which the words are suggested by providing sentences in which a word has been left out. Have student work puzzle.

3. Compose a story paragraph using several words unfamiliar to the student. Ask student to put the selections into their own words but to still retain the original meaning.

ANSWERS:

1.	*a*	*5.*	*a*
2.	*c*	*6.*	*c*
3.	*a*	*7.*	*a*
4.	*b*	*8.*	*d*

SUPPLEMENTAL MATERIALS:

SVR-2200, pp. 2-21
SVR-2300, pp. 16-18
BL-SSS "G", pp. 1-25
SIR, Bk. 2, pp. 37-38
PGRS, pp. 45-60

II.B. Synonyms, antonyms, and homonyms

A synonym is a word that means nearly the same as another word.
An antonym is a word that means nearly the opposite of another word.
A homonym is a word that sounds like another word but is spelled differently and has a different meaning.

TEACHING SUGGESTIONS:

1. Drill student orally on "same" and "opposite" words.
2. Provide sentences with homonyms; have student spell homonym correctly.
3. Prepare a list of 15-20 words. Have student list a synonym and an antonym for each word.
4. Prepare sentences with selected words underlined. Ask student to rewrite the sentences substituting words of opposite meanings for underlined words.
5. Have student collect synonyms and antonyms from newspapers and magazines. Periodically give student time to share lists.

ANSWERS:

1.	E	11.	B	21.	no
2.	A	12.	D	22.	yes
3.	F	13.	E	23.	no
4.	B	14.	F	24.	no
5.	C	15.	A	25.	understand, know
6.	D	16.	B	26.	put, location
7.	C	17.	D	27.	multiple, married
8.	A	18.	C	28.	generous, unselfish
9.	E	19.	yes	29.	cite, site
10.	F	20.	no	30.	sail

SUPPLEMENTAL MATERIALS:

EE, pp. 31-33
LOL, Bk. 1, pp. 67-71
LE, Red Bk., pp. 29-31
LE, Gold Bk., pp. 30-34

UNITS I & II POST-TEST: WORD ANALYSIS/VOCABULARY

1. lioness
2. external
3. semiannual
4. predetermined
5. conduct
6. pianist
7. unkind
8. aquatic
9. a
10. b
11. d
12. a
13. b
14. a
15. cite
16. tail

UNIT III

III. COMPREHENSION

A. Identifying the main idea: *stated and implied*

The main idea of a selection is what the selection is all about. The main idea may be stated directly. When it is stated in a paragraph, it is usually the first sentence called the topic sentence. When the main idea is not stated directly, we say it is implied. When it is implied, you must try to figure out what the writer is trying to say by inferring what he means. Sometimes, several sentences in a passage will suggest to you the main idea.

TEACHING SUGGESTIONS:

1. Present a film. Ask student to look and listen for the main idea. Discuss.

2. Read a short selection and have student listen for and be ready to state the main idea. You may also tape short selections.

3. Devise short paragraphs of 3-5 sentences. Place one on a notecard. Offer multiple-choice main ideas on the back. Have student answer correctly.

4. Provide columns from the newspaper want ads section. Cut off the category titles. Have student match columns with the titles, or state the main idea represented.

5. Have student write headlines for newspaper articles.

6. Have student underline the word or words indicating the main idea of an article from the newspapers.

7. Provide a group of pictures with a common theme for student to view. Have student infer the theme or main idea.

8. Provide student with content area paragraphs in which the topic sentence has been omitted. Have student write a topic sentence.

ANSWERS:

1. *c*
2. *b*
3. *EX: The Founding of Oraibi (answers may vary slightly)*
4. *a*

III.A. Identifying the main idea: *stated and implied*

ANSWERS:

1. *d*
2. *b*
3. *b*
4. *EX: Kutam Tawi's Destiny*
   Prophecy of the Ancients (answers may vary)

SUPPLEMENTAL MATERIALS:

SF, Cultures, Coping, Messages & People, Levels D & E
SV-2300, pp. 2-12, 26-27
BL-SSS "G", pp. 1-25
SIR, Bk. 2, pp. 20-26
BBS-R: 1, pp. 25-34
PGRS, pp. 65-77, pp. 104-114

III.B. Identifying cause and effect: *stated and implied*

Every effect has a cause. Y happens as a result (effect) of X. Sometimes, this cause and effect relationship is directly stated in a reading selection; sometimes it is implied. When it is implied, you must read the selection carefully to figure out what is being suggested. You must determine that X is the cause of Y or that Y is the result of X.

TEACHING SUGGESTIONS:

1. Play a tape of or discuss cause and effect relationships between smoking-cancer, drinking-liver damage, overeating-obesity, etc.

2. Have student read passage about historical events, behavior of animals, etc. Have student answer questions about why certain events occurred (cause) and the effects of specific events.

3. Read or play tape of fable such as "Tortoise and the Hare." (Delete the moral.) Ask student why Tortoise won.

4. Have student read paragraphs and answer questions with four multiple-choice answers of cause and effect. Student selects correct inferred causes or effects.

ANSWERS:

1. *Because someone was needed to watch over the night world.*
2. *Her work is in the sky.*
3. *Moon placed him in the green Toe-hahvs bushes.*
4. *His coat and tail became a beautiful blue.*
5. *It bathed in the blue water of the lake in the blue mountains.*
6. *He was very happy about his new, blue coat and wanted to brag about it to all the creatures.*
7. *He tripped over the stump of a palo verde tree and fell in the dust.*
8. *It might have been blue.*

1. *She made them of cornmeal dough and left them in the ashes without cooking.*
2. *He opened the bag.*
3. *Only a few constellations were named.*
4. *He has only horns because he was punished for disobeying and looking into the bag.*

III.B. Identifying cause and effect: *stated and implied*

SUPPLEMENTAL MATERIALS:

SF, Cultures, Coping, Messages & People, Levels D & E
SV-2400, pp. 18-19, 20-22, 23-24
BBS-R: 1, pp. 91-94

III.C. Drawing conclusions

Drawing conclusions is something we do constantly. We gather facts, form opinions, and make judgements (draw conclusions).

TEACHING SUGGESTIONS:

1. Have student listen to or read aloud some excerpts from a story (e.g., descriptive passages or dialogue). Ask student to suggest orally what might happen next or what types of persons were portrayed.

2. Read or play taped campaign speeches, state-of-the-nation (or economy) speeches, or similar materials. Have student analyze the material orally to identify supporting statements for any conclusions drawn.

3. Provide student with paragraphs in each of which is an irrelevant or erroneous conclusion drawn. Have student read paragraph carefully to find the erroneous conclusion. To do this at this level, however, paragraph must be kept short and simple, with the irrelevant conclusion obvious rather than subtle.

ANSWERS:

1. d
2. b
3. a
4. d

SUPPLEMENTAL MATERIALS:

SF, Cultures, Coping, Messages & People, Levels D & E
SV-2400, pp. 10-13, 16-17
BL-SSS "G", pp. 1-25
PGRS, pp. 146-152

III.D. Distinguishing between fact and opinion

A fact is a statement that can be verified or proven. It is impersonal. An opinion may be based on fact, but it reveals what someone thinks, believes, or feels is true. It is a personal statement made according to the speaker's perception. As such, it cannot be verified. Words such as "best," "worst," "feel," "think," etc. indicate opinions.

TEACHING SUGGESTIONS:

1. Read or play taped selections containing statements of fact and opinion. Ask student to listen for the purpose of distinguishing between fact and opinion. Discuss.

2. Provide teacher-made/selected political cartoons, newspaper editorials, speeches, magazine articles, advertisements, pictures showing facts and imagination or propaganda techniques, and statements of fact or opinion. Student identifies fact and opinion statements.

3. Give student a list of sentences which are statements of fact or opinion. Student identifies sentences as F or O.

4. Have student find statements of fact and opinion in advertisements.

5. Have student begin to apply these concepts by writing two or three sentences each stating a fact or opinion. The "opinion" statements should begin with a phrase such as "I think" or "I feel" or "I believe".

ANSWERS:

1. *fact*
2. *delighted, honored*
3. *a) Fact*
   b) Opinion
   c) Fact
   d) Opinion
4. *chilling*
5. *fact*
6. *opinion*
7. *fact*
   No personal opinion is given; what is told is what happened.
8. *fact*
   It was true that the Snake Chief forgot to tell the artists about the snakes.

SUPPLEMENTAL MATERIALS:

CSPS, Bk. 1, pp. 39-54
PGRS, pp. 155-163

III.E. Following directions

Following directions is a skill everyone must learn. Impress upon student that employers expect employees to possess this skill. Following directions requires paying attention and doing as instructed.

TEACHING SUGGESTIONS:

1. Have student write a set of directions for a simple task. Have another student perform the task by following the directions. Evaluate how well directions were written and followed.

2. Provide student with a series of statements giving directions for a pencil-paper response, e.g.,

   a. Draw a circle around all words in this sentence ending in E.
   b. If January comes after November, write your last name backward on this line.
   c. etc.

3. Give oral directions for a task. Student listens and repeats directions orally.

4. Have student write directions for a simple procedure--getting ready for work; tying shoelaces; etc.

5. Have student draw a map which shows the route from his/her house to the GED class or a friend's house. Have student explain directions orally.

ANSWERS:

(see following page)

SUPPLEMENTAL MATERIALS:

BL-SSS "G", Units 1-50

III.E. Following Directions

APPLICANT 1.a)

Name STUDENT'S NAME

Address _____

_____ Zip Code

Telephone _____ Home

_____ Work

Social Security No. _____

EMPLOYMENT DESIRED 2.a)

Position Secretary 2.b)

Date you can start: Immed. (Mo/Day/Yr.)

Salary Desired: $ _____ per ___

1.b) DATE: DATE

EDUCATION	Name & Address of School	Years Attended	DEGREE	SUBJECTS STUDIED
High School 3)	Yuma Indian Center Yuma, AZ.	June 1980	GED	
College				
Vocational/ Trade School 4)	Business Training Inst. 2600 Van Buren Phoenix, Az 85007	May 1981	Certificate	filing procedures, business machines, typing, telephone techniques, bookkeeping

	WORK EXPERIENCE	Name & Address of Former Employers List most current one first	Position & Salary	Major Job Duties
6)	From March 1982 To present Reason for Leaving	Banter Brothers Construction Mr. James Banter Telephone No.	Job Title: Secretary Wage: $ 840 per mo	greeting customers, answering phones, typing, filing, sorting mail, light bookkeeping
5)	From June 1981 To December 1981 Reason for Leaving	Motorola 1600 E. Thomas Road Phoenix, Az. Ms. Ruth Keelen Telephone NO. 687-0954 ext. 22	Job Title: File Clerk Wage: $ 350 per mo	filing, light typing
	From To Reason for Leaving	Telephone No.	Job Title: Wage: $ ____ per ____	

7) SPECIAL QUALIFICATIONS AND SKILLS (List skills with office machines; special workshops attended; volunteer work; membership in professional organizations)

Community Health Services
231 N. 15th Avenue
Phoenix, AZ
279-0618

4 hrs./wk. on Saturdays
answered telephones, greeted clients, performed general office duties

	REFERENCES	ADDRESS	TELEPHONE NUMBER	POSITION
8)	Ms. Katie Wilson	231 N. 15th Avenue Phoenix, AZ.	279-0618	Coordinator of Volunteer Service

BEST COPY A

UNIT III POST-TEST: COMPREHENSION

1. *b*
2. *They wanted to find a new place to live, and they trusted Long Sash to guide and defend them.*
3. *They grew tired and discouraged and quarreled with one another.*
4. *He wanted them to be aware of the dangers and difficulties so they would have to take responsibility for the risks they took.*
5. *He is brave and tireless because he never turns aside from the journey. He's also wise, since he knows in advance what the risks are and teaches the people how to cope with their difficulties.*
6. *c*
7. *c*
8. *b*
9. *O*
10. *F*
11. *O*
12. *O*

Application form:
Account number should be left blank.

13. *Clyde Begay*
    Dawn Begay
    Clyde Begay
    Dawn Begay
14. *3323 Vermont St., Phoenix, Arizona 85258*
15. *Arizona Truck Sales and Service, Mechanic*
16. *405-43-2028, date*

UNIT IV

IV. STUDY SKILLS

D. Map and graph reading

Map and graph reading is done by interpretation of symbols. When you attempt to read a map, be sure to look first at the explanation of symbols. Note also the scale of distances (such as, 1"=30 miles). In map reading, north always points upward. When reading graphs, always look for explanation of symbols.

TEACHING SUGGESTIONS:

1. Give student specific information and directions and ask student to develop appropriate visual materials. Example: Have student make a time line showing a comparison of the life spans of specified presidents.

2. Give student a state map and have student decide where he/she wants to go. Then, student writes a travel itinerary, using the map. Student should be specific (routes travelled, sights, distances, etc.)

ANSWERS:

(Student may substitute name or description of highway rather than the highway number)

1. *89;north*
2. *Rainbow Bridge Nat'l. Monument; Navajo Nat'l. Monument; Canyon de Chelly Nat'l Monument; Hubbell Trading Post*
3. *140 miles*
4. *3: Oraibi, Second Mesa, Keams Canyon*
5. *666; national highway*
6. *b*
7. *b*
8. *north central part of Navajoland*
9. *c*
10. *north; 191*
11. *Take 191 south to 264; turn right at Hubbell Trading Post and go west on 264*
12. *1¼ hours (to go 30 miles)*

IV.D. Map and graph reading

ANSWERS:

1. *falls*
2. *15% (machinery)*
3. *13%*
4. *7%*
5. *falls*
6. *The baby might fall.*
7. *burns; falls*
8. *falls*

SUPPLEMENTAL MATERIALS:

SIR, Bk. II, pp. 42-54
PGRS, pp. 176-200

IV.E. Reading timetables, schedules

Timetables and schedules are used by almost everyone. Know how to read the symbols on timetables, schedules. Know how to locate information and identify scheduled events.

TEACHING SUGGESTIONS:

1. Have student bring in schedules: TV guides; athletic and theater programs; bus, airline, train schedules; school calendars. Ask student to write four questions about one of the schedules.

2. Give student a sample schedule with symbols. Ask student specific questions requiring interpretation of symbols.

ANSWERS:

1. *P.M. Magazine*
2. *3 (6, 10, 12)*
3. *¼ of it (one hour)*
4. *rerun*
5. *3, 5, 8, 10, 12, 15, 21, 33 (an answer of 8 is okay)*
6. *33*
7. *1966; 2:30 a.m.*
8. *movie*
9. *10*
10. *(Any two) The Last Chase; For Your Eyes Only; Superfuzz; Raggedy Man; Hoodwink; Waitress; Clash of the Titans; Desperate Journey; South Sea Massacre; Come Back to the Five and Dime, Jimmy Dean*
11. *2¼ hours*
12. *ESPN*

SUPPLEMENTAL MATERIALS:

IV.F. Summarizing and skimming

Summarizing means condensing material into the fewest words possible while still retaining the original idea. Skimming refers to scanning material quickly, without reading every word, to grasp the important points.

TEACHING SUGGESTIONS:

1. Play taped selections. Have student listen and summarize.
2. Provide drills in skimming paragraphs.
3. Have one student in the group tell a story. Have a second student summarize the story.
4. Have students skim different articles in newspapers and then summarize the articles in a few words to the other student.

ANSWERS:

(answers will vary)

Hopi children are well-behaved, affectionate, and obedient. Parents are very attentive and teach their children useful things needed to become good citizens. The children know much of nature, birds, animals, plants, and household duties. The children learn, even at play.

Visitors to Hopi like the brightly painted and decorated carved wooden figures called dolls. The dolls represent unseen spiritual beings. Hopis make and sell thousands of these dolls to visitors.

1. *The paragraph will be about how the Basketmakers prepared their food.*
2. *It was a large part of the Basketmaker diet.*
3. *The second half of the paragraph tells how to grind corn.*
4. *c*

SUPPLEMENTAL MATERIALS:

PGRS, pp. 20-30

IV.G. Parts of newspaper and reading want ads

Knowing the parts of a newspaper enables you to turn quickly to the appropriate section to find necessary information. Knowing the abbreviations commonly used in want ads will help you respond correctly to the ads.

TEACHING SUGGESTIONS:

1. Bring sample newspapers to class. Have student locate each of the sections and write a brief paragraph detailing the contents.

2. Tape a list of commonly used abbreviations found in want ads. Student listens to word and writes its abbreviation.

3. Student should bring in three ads from local newspaper. Student circles abbreviations and writes complete words beneath advertisement.

ANSWERS:

1. *Business/Financial*
2. *Sports*
3. *Classified*
4. *Editorial*
5. *Entertainment/Leisure*
6. *Entertainment/Leisure*
7. *Comics*
8. *Classified*

1. *a*
2. *b*
3. *e*
4. *d*
5. *294-4849*
6. *d Buick LeSabre*
7. *after 5 p.m.*
8. *'78 Chevette (answer will vary for this one but they must be based on the information in the text. A, B, and E are <u>not</u> good answers)*

1. *266-8907*
2. *5*
3. *3*
4. *2*
5. *4*
6. *889-7296*
7. *d (266-8907)*
8. *pool, unfurnished, washer/dryer hookup, carpet & drapes, walk-in closets*

SUPPLEMENTAL MATERIALS:

SV-2600, pp. 34-41

IV.H. Test-taking skills

Knowing how to take tests is sometimes as important as knowing the correct answers. By mastering basic test-taking skills, you'll reduce test anxiety.

TEACHING SUGGESTIONS:

1. Provide sample test items written in different formats to familiarize student with various test formats.

2. Emphasize that student needs to ask any necessary questions prior to the start of a test.

ANSWERS:

1. *False*
2. *False*
3. *True*
4. *False*
5. *True*
6. *False*
7. *True*
8. *True*

SUPPLEMENTAL MATERIALS:

UNIT IV POST-TEST: STUDY SKILLS

1. *b*
2. *Canyoncito*
3. *Ft. Defiance*
4. *1890-1900*
5. *two*
6. *Vietnam: TV history at 9:00 p.m.*
7. *10:30-11:30*

8-10. *Sample paragraph:*

Taking a sweatbath is ritualistic. Generally only men take sweatbaths, in order to cleanse the mind and body. Invitations are shouted to join in the baths.

11. *Business*
12. *Classified*
13. *Entertainment/Leisure*
14. *c*
15. *b, c, d*
16. *a, c, (probably not b)*
17. *b, d*
18. *c*
19. *c*
20. *b*